



PARCC • CCSS • CAS

TRANSITIONING TO A NEW FRAMEWORK
FOR INSTRUCTION AND ASSESSMENT

Presentation Handouts



**Partnership for Assessment of
Readiness for College and Careers**



Partnership for Assessment of Readiness for College and Careers

Grade 3 Sample Items - Passage #1

Today you will research two people who lived long ago. As you read these passages, you will gather information and answer questions. Then you will write an article for your school newspaper to teach your classmates about how these two people made a difference in America.

Read the excerpt from a book titled *Eliza's Cherry Trees: Japan's Gift to America* about a young woman who lived in Washington, D.C., in the 1800s. Then answer the questions.

Excerpt from *Eliza's Cherry Trees: Japan's Gift to America* By Andrea Zimmerman

- 1 When she was twenty-six, Eliza bought tickets to faraway Alaska. Few tourists had ever been there. Eliza wrote reports for the newspapers back home. She loved sharing the fascinating things she saw, such as huge glaciers, spouting whales, and the native people. Eliza even wrote a book—the first guidebook about Alaska.
- 2 When Eliza went back to Washington, it wasn't long before she started thinking about traveling again. She decided to visit her older brother, who was working in Japan. Eliza sailed across the ocean.
- 3 In Japan, she rode on trains, carriages, and bumpy rickshaws. She climbed mountains, ate strange foods, and visited ancient temples. Everything was so different! She studied Japanese art and learned to speak Japanese. She fell in love with Japan and its people.
- 4 Eliza especially loved Japanese gardens. Eliza's favorite plants, by far, were the Japanese cherry trees. Eliza called them "the most beautiful thing in the world." Thousands of the trees were planted in parks and along the riverbanks. When they bloomed, the trees became clouds of pink blossoms. As the petals drifted down, it was like pink snowfall. The Japanese people loved the cherry trees as their national symbol. Crowds gathered for picnics under the trees. People wrote poems and painted pictures to honor those *sakura*.



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- 5 When Eliza came back home, she wrote a book about Japan. She wanted to share her love of Japan with other Americans. She wanted the nations of Japan and America to be friends.
- 6 Even though she was always thinking about her next journey, Eliza loved coming home to Washington, D.C. She was proud of America's growing capital and wanted it to look as beautiful as any city in the world.
- 7 She thought about the muddy land from a recent construction project in the swampy area around the riverbank. Eliza had a wonderful idea. She remembered the beautiful cherry trees in Japan. She thought, "That's what Washington needs!"
- 8 Eliza told the man in charge of the Washington parks about the wonderful cherry trees. She showed him photographs that she had taken. She told him about her plan to plant hundreds of cherry trees down by the water. He said no. He believed that they didn't need any different kind of tree in Washington.
- 9 But Eliza knew that sometimes when you have a good idea, you have to keep trying. So she waited. When a new parks man was hired, she told him about her good idea. He, too, said no.
- 10 Eliza kept traveling. She also met with friends who loved to travel. Some of these friends had started the National Geographic Society. The society was for people who wanted to learn more about the world.
- 11 Eliza was the first woman to have an important job there, and she helped the society grow. She wrote many articles and books. Eliza made more trips to Japan, Alaska, and Europe, and she explored India, China, Russia, and Java, an island of Indonesia.
- 12 Eliza also became a photographer. Not many women did that, either. She took pictures for the Smithsonian Institution and recorded people and places that Americans had never seen.



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- 13 But Eliza didn't forget about the cherry trees, and she didn't give up. She kept trying for more than twenty years! Every time a new man was hired to be in charge of the parks department, Eliza went to tell him about her idea. Each one said no.
- 14 In 1909, William Howard Taft had just been elected president. Eliza had another good idea. She knew that sometimes people in politics could help get things done. She wrote a letter to the president's wife, Mrs. Taft. Eliza told Mrs. Taft about her plan to make Washington more beautiful with the lovely cherry trees. She was afraid the answer would be no again.
- 15 But Mrs. Taft loved the idea! With the help of Mr Takamine, a generous Japanese scientist, they had the trees sent from Japan.
- 16 Everyone was happily waiting for the trees to arrive. Eliza imagined the beautiful pink
- 17 clouds of blossoms that would soon be blooming in Washington.
- 18 In January of 1910, two thousand cherry trees arrived. They were given as a gift from Japan's capital city, Tokyo. But there was a problem. The trees had diseases and bugs. The inspectors were afraid they would make American trees sick. The president agreed. He signed an order for all the cherry trees to be burned to ashes.
- 19 Eliza was so disappointed. She was also afraid that the Japanese people would be offended. But the mayor of Tokyo said they understood. He even joked about George Washington chopping down a cherry tree.
- 20 New trees were carefully grown in Japan. In March of 1912, three thousand new trees
- 21 arrived. They were inspected and declared healthy!
- 22 On March 27, 1912, there was a small ceremony at the planting of the first two cherry trees. Eliza watched as her longtime dream was finally coming true.
- 23 Over the years, the trees grew, and every spring, they bloomed. People began gathering to enjoy them and to celebrate their beauty, just like in Japan. Eliza was happy to see how they helped turn Washington, D.C., into one of the most beautiful cities in the world.

Sample Items for Grade 3: Excerpt from *Eliza's Cherry Trees: Japan's Gift to America* by Andrea Zimmerman

Sample Item 1: Questions

Part A Question: The article includes these details about Eliza's life:

- She wrote newspaper articles to tell others about what she saw in Alaska to inform those who had not been there. (paragraph 1)
- She wrote the first guidebook about Alaska. (paragraph 1)
- She was the first woman to work at the National Geographic Society, where she wrote many articles and books. (paragraph 11)

What do these details help show about Eliza?

- a. They show that she shared the benefits of her experiences with others.*
- b. They show she had many important jobs during her lifetime, but becoming a photographer was one of her proudest moments.
- c. They show that her earlier travels were more exciting than the work she did later in her life.
- d. They show that she had a careful plan for everything she did in her life.

Part B Question: Ideas from paragraphs 1 and 11 were used to help you learn about Eliza. Click on two other paragraphs that include additional support for the answer in Part A. There are more than two paragraphs that include additional support, but you need to only choose two.

[Note: in addition to the instructions within the item, the computer functionality will prevent students from selecting paragraphs 1 and 11 or more than two paragraphs total.]

Sample Items for Grade 3: Excerpt from *Eliza's Cherry Trees: Japan's Gift to America* by Andrea Zimmerman

Sample Item 2: Questions

Part A Question: Which statement best describes how the events in paragraphs 13 through 15 are related to each other?

- a. They explain how Washington, D.C., would change if cherry trees were planted around the city.
- b. They show that Eliza found a new way to get cherry trees planted in Washington, D.C.*
- c. They compare the ways Eliza and Mrs. Taft tried to add beauty to Washington, D.C.
- d. They describe how Mr. Takamine gave Eliza the idea to bring cherry trees to Washington, D.C.

Part B Question: Which sentence from the article best supports the answer in Part A?

- a. "When they bloomed, the trees became clouds of pink blossoms."
- b. "She kept trying for more than twenty years!"
- c. "She wrote a letter to the president's wife, Mrs. Taft."*
- d. "With the help of Mr. Takamine, a generous Japanese scientist, they had the trees sent from Japan."



Grade 3 Sample Items –Passage #2

Now read “The Peanut Man” and then answer the questions to gather more ideas for the article you will write.

The Peanut Man

- 1 George Washington Carver was always interested in plants. When he was a child, he was known as the "plant doctor." He had a secret garden where he grew all kinds of plants. People would ask him for advice when they had sick plants. Sometimes he'd take their plants to his garden and nurse them back to health.
- 2 Later, when he was teaching at Tuskegee Institute, he put his plant skills to good use. Many people in the South had been growing only cotton on their land. Cotton plants use most of the nutrients in the soil. (Nutrients provide nourishment to plants.) So the soil becomes "worn out" after a few years. Eventually, cotton will no longer grow on this land.
- 3 This was especially bad for poor African American farmers, who relied on selling cotton to support themselves. Carver was dedicated to helping those farmers, so he came up with a plan.
- 4 Carver knew that certain plants put nutrients back into the soil. One of those plants is the peanut! Peanuts are also a source of protein.
- 5 Carver thought that if those farmers planted peanuts, the plants would help restore their soil, provide food for their animals, and provide protein for their families--quite a plant! In 1896 peanuts were not even recognized as a crop in the United States, but Carver would help change that.
- 6 Carver told farmers to rotate their crops: plant cotton one year, then the next year plant peanuts and other soil-restoring plants, like peas and sweet potatoes. It worked! The peanut plants grew and produced lots of peanuts. The plants added enough nutrients to the soil so cotton grew the next year. Now the farmers had lots of peanuts--too many for their families and animals--and no place to sell the extras. Again, Carver had a plan. Do you know what he did?
- 7 Carver invented all kinds of things made out of peanuts. He wrote down more than 300 uses for peanuts, including peanut milk, peanut paper, and peanut soap. Carver thought that if farmers started making things out of peanuts, they'd have to buy fewer things and



would be more self-sufficient. And if other people started making things out of peanuts, they would want to buy the extra peanuts, so the farmers would make more money.

- 8 Although not many of Carver's peanut products were ever mass-produced, he did help spread the word about peanuts. Peanuts became more and more popular. By 1920 there were enough peanut farmers to form the United Peanut Association of America (UPAA). In 1921 the UPAA asked Carver to speak to the U.S. Congress about the many uses for peanuts. Soon the whole country had heard of George Washington Carver, the Peanut Man! And by 1940 peanuts had become one of the top six crops in the U.S.

http://www.americaslibrary.gov/aa/carver/aa_carver_peanut_1.html Source: Library of Congress

Grade 4 Sample Items - Passage #1

Read the story *Kira-Kira* by Cynthia Kadohata. Then answer the questions to gather more ideas for the character description you will write upon completing this task.

Kira-Kira by Cynthia Kadohata

- 1 My sister, Lynn, taught me my first word: *kira-kira*. I pronounced it *ka-a-ahhh*, but she knew what I meant. *Kira-Kira* means “glittering” in Japanese. Lynn told me that when I was a baby, she used to take me onto our empty road at night, where we would lie on our backs and look at the stars while she said over and over, “Katie, say *kira-kira, kira-kira*.” I loved that word! When I grew older, I used *kira-kira* to describe everything I liked: the beautiful blue sky, puppies, kittens, butterflies, colored Kleenex.
- 2 My mother said we were misusing the word; you could not call a Kleenex *kira-kira*. She was dismayed over how un-Japanese we were and vowed to send us to Japan one day. I didn’t care where she sent me, so long as Lynn came along.
- 3 I was born in Iowa in 1951. I know a lot about when I was a little girl, because my sister used to keep a diary. Today I keep her diary in a drawer next to my bed.
- 4 I like to see how her memories were the same as mine, but also different. For instance, one of my earliest memories is of the day Lynn saved my life. I was almost five, and she was almost nine. We were playing on the empty road near our house. Fields of tall corn stretched into the distance wherever you looked. A dirty gray dog ran out of the field near us, and then he ran back in. Lynn loved animals. Her long black hair disappeared into the corn as she chased the dog. The summer sky was clear and blue. I felt a brief fear as Lynn disappeared into the cornstalks. When she wasn’t in school, she stayed with me constantly. Both our parents worked. Officially, I stayed all day with a lady from down the road, but unofficially, Lynn was the one who took care of me.
- 5 After Lynn ran into the field, I couldn’t see anything but corn.
- 6 “Lynnie!” I shouted. We weren’t that far from our house, but I felt scared. I burst into tears.
- 7 Somehow or other, Lynn got behind me and said, “Boo!” and I cried some more. She just laughed and hugged me and said, “You’re the best little sister in the world!” I liked it when she said that, so I stopped crying.
- 8 The dog ran off. We lay on our backs in the middle of the road and stared at the blue sky. Some days nobody at all drove down our little road. We could have lain on our backs all day and never got hit.

- 9 Lynn said, “The blue of the sky is one of the most special colors in the world, because the color is deep but see-through both at the same time. What did I just say?”
- 10 “The sky is special.”
- 11 “The ocean is like that too, and people’s eyes.”
- 12 She turned her head toward me and waited. I said, “The ocean and people’s eyes are special too.”
- 13 That’s how I learned about eyes, sky, and ocean: the three special, deep, colored, see-through things. I turned to Linnie. Her eyes were deep and black, like mine.
- 14 The dog burst from the field suddenly, growling and snarling. Its teeth were long and yellow. We screamed and jumped up. The dog grabbed at my pants. As I pulled away, the dog ripped my pants and his cold teeth touched my skin. “Aaahhhhh!” I screamed.
- 15 Lynn pulled at the dog’s tail and shouted at me, “Run, Katie, run!” I ran, hearing the dog growling and Linnie grunting. When I got to the house, I turned around and saw the dog tearing at Lynn’s pants as she huddled over into a ball. I ran inside and looked for a weapon. I couldn’t think straight. I got a milk bottle out of the fridge and ran toward Lynn and threw the bottle at the dog. The bottle missed the dog and broke on the street. The dog rushed to lap up the milk.
- 16 Lynn and I ran toward the house, but she stopped on the porch. I pulled at her. “Come on!”
- 17 She looked worried. “He’s going to cut his tongue on the glass.”
- 18 “Who cares?”
- 19 But she got the water hose and chased the dog away with the water, so it wouldn’t hurt its tongue. That’s the way Lynn was. Even if you tried to kill her and bite off her leg, she still forgave you.
- 20 This is what Lynn said in her diary from that day:
- 21 *The corn was so pretty. When it was all around me, I felt like I wanted to stay there forever. Then I heard Katie crying, and I ran out as fast as I could. I was so scared. I thought something had happened to her!*
- 22 *Later, when the dog attacked me, Katie saved my life.*
- 23 I didn’t really see things that way. If she hadn’t saved my life first, I wouldn’t have been able to save her life. So, really, she’s the one who saved a life.

Cougar and Cricket

1 Cougar is the mightiest of the animals in the forest.

2 Cougar was walking in the forest, and he jumped onto a fallen log to look around. From inside the log came a tiny voice.

3 "Get off the roof of my lodge!" Out from the rotten end of the log came a tiny Cricket. "You are standing on the roof of my lodge, Cougar," said the little insect. "You must step off now, or the roof-pole will break and my lodge will fall in."

4 "Who are you to tell me what to do?" asked Cougar sternly, although he did step off the log. He lowered his head until his nose was very close to Cricket. "In this forest, I am the chief of the animals!"

5 "Chief or no Chief," said Cricket bravely, "I have a cousin who is mightier than you, and he would avenge me."

6 I don't believe you, little insect," snarled Cougar.

7 "Believe me or believe me not," said Cricket. "It is so."

8 "Let your cousin come to this place tomorrow, when the sun is high, and we will see who is the mightier," said Cougar. "If your cousin does not prove himself to me, I will crush you and your entire lodge with my paw!" Cougar turned and bounded off through the forest.

9 The next day, when the sun was high, Cougar came back along the same trail. He stopped over the log and called to cricket. "Cricket, come out! Let me meet your mighty cousin!"

10 Just then, a tiny mosquito flew up from the log and buzzed into the big cat's ear.

11 "What is this?" cried the cougar, who had never seen or heard a mosquito before. The mosquito began to bite the soft inner ear of the cougar, and drank from his blood. "Ahrr! Ahrr!" cried the cougar in pain, "Get out of my ear!" The cougar pawed at his ear, and ran around in a circle shaking his head. The mosquito bit him again and again.

12 Cricket came out of the log and called up to the cougar. "Are you ready to leave my lodge alone?"

13 Cougar said that he would, so Mosquito came out of Cougar's ear and went into the log lodge with Cricket. Cougar ran off down the trail and never went that way again.



Grade 6 Sample Items – Passage #1

Read the excerpt from *Julie of the Wolves*. Then answer the questions.

Excerpt from *Julie of the Wolves*

By Jean Craighead George

- 1 Miyax pushed back the hood of her sealskin parka and looked at the Arctic sun. It was a yellow disc in a lime-green sky, the colors of six o'clock in the evening and the time when the wolves awoke. Quietly she put down her cooking pot and crept to the top of a dome-shaped frost heave, one of the many earth buckles that rise and fall in the crackling cold of the Arctic winter. Lying on her stomach, she looked across a vast lawn of grass and moss and focused her attention on the wolves she had come upon two sleeps ago. They were wagging their tails as they awoke and saw each other. Her hands trembled and her heartbeat quickened, for she was frightened, not so much of the wolves, who were shy and many harpoon-shots away, but because of her desperate predicament. Miyax was lost. She had been lost without food for many sleeps on the North Slope of Alaska. The barren slope stretches for two hundred miles from the Brooks Range to the Arctic Ocean, and for more than eight hundred miles from Canada to the Chukchi Sea. No roads cross it; ponds and lakes freckle its immensity. Winds scream across it, and the view in every direction is exactly the same. Somewhere in this cosmos was Miyax; and the very life in her body, its spark and warmth, depended upon these wolves for survival. And she was not so sure they would help.
- 2 Miyax stared hard at the regal black wolf, hoping to catch his eye. She must somehow tell him that she was starving and ask him for food. This could be done she knew, for her father, an Eskimo hunter, had done so. One year he had camped near a wolf den while on a hunt. When a month had passed and her father had seen no game, he told the leader of the wolves that he was hungry and needed food. The next night the wolf called him from far away and her father went to him and found a freshly killed caribou. Unfortunately, Miyax's father never explained to her how he had told the wolf of his needs. And not long afterward he paddled his kayak into the Bering Sea to hunt for seal, and he never returned.
- 3 She had been watching the wolves for two days, trying to discern which of their sounds and movements expressed goodwill and friendship. Most animals had such signals. The



little Arctic ground squirrels flicked their tails sideways to notify others of their kind that they were friendly. By imitating this signal with her forefinger, Miyax had lured

many a squirrel to her hand. If she could discover such a gesture for the wolves she would be able to make friends with them and share their food, like a bird or a fox.

- 4 Propped on her elbows with her chin in her fists, she stared at the black wolf, trying to catch his eye. She had chosen him because he was much larger than the others, and because he walked like her father, Kapugen, with his head high and his chest out. The black wolf also possessed wisdom, she had observed. The pack looked to him when the wind carried strange scents or the birds cried nervously. If he was alarmed, they were alarmed. If he was calm, they were calm.
- 5 Long minutes passed, and the black wolf did not look at her. He had ignored her since she first came upon them, two sleeps ago. True, she moved slowly and quietly, so as not to alarm him; yet she did wish he would see the kindness in her eyes. Many animals could tell the difference between hostile hunters and friendly people by merely looking at them. But the big black wolf would not even glance her way.
- 6 A bird stretched in the grass. The wolf looked at it. A flower twisted in the wind. He glanced at that. Then the breeze rippled the wolverine ruff on Miyax's parka and it glistened in the light. He did not look at that. She waited. Patience with the ways of nature had been instilled in her by her father. And so she knew better than to move or shout. Yet she must get food or die. Her hands shook slightly and she swallowed hard to keep calm.

Grade 6 EBSR from Narrative Writing Task (Vocabulary)

SAMPLE ITEM

Part A

What does the word “regal” mean as it is used in the passage?

- ☐ a. generous
- ☐ b. threatening
- ☐ c. kingly
- ☐ d. uninterested

Part B

Which of the phrases from the passage best helps the reader understand the meaning of “regal?”

- ☐ a. “wagging their tails as they awoke”
- ☐ b. “the wolves, who were shy”
- ☐ c. “their sounds and movements expressed goodwill”
- ☐ d. “with his head high and his chest out”

Passage

George, Jean C. *Julie of the Wolves*. New York: Harper and Row, 1972. Print.

PARCC is committed to using authentic texts. Permissions are pending for the texts associated with this item.

Grade 6 EBSR from Narrative Writing Task

SAMPLE ITEM

Part A

Based on the passage from *Julie of the Wolves*, how does Miyax feel about her father?

- ☐ a. She is angry that he left her alone.
- ☐ b. She blames him for her difficult childhood.
- ☐ c. She appreciates his thorough knowledge of nature.
- ☐ d. She is grateful that he planned out her future.

Part B

Which sentence from the passage best shows Miyax’s feelings for her father?”

- ☐ a. “She had been lost without food for many sleeps on the North Slope of Alaska.”
- ☐ b. “This could be done she knew, for her father, an Eskimo hunter, had done so.”
- ☐ c. “Unfortunately, Miyax’s father never explained to her how he had told the wolf of his needs.”
- ☐ d. “And not long afterward he paddled his kayak into the Bering Sea to hunt for seal, and he never returned.”

Passage

George, Jean C. *Julie of the Wolves*. New York: Harper and Row, 1972. Print.

| Sample Item 2: Questions and Standards | Sample Item 2: Advances and Answers |
|---|---|
| <p>Part A Question: Based on the passage from <i>Julie of the Wolves</i>, how does Miyax feel about her father?</p> <ol style="list-style-type: none"> She is angry that he left her alone. She blames him for her difficult childhood. She appreciates his thorough knowledge of nature.* She is grateful that he planned out her future. | <p>Part A Item Advances: The skills of rereading carefully to find specific information and of applying understanding of a text are essential college and career skills. This Evidence-Based Selected-Response question allows students to more deeply demonstrate comprehension of the main character in the excerpt. Part A of the item sets the stage for Part B, where students are asked to prove their answer through citing evidence from the text, which represents an advance from traditional assessments.</p> <p>The item meets the standards by asking students to delve deeply into how the main character is feeling as she reflects on her predicament. She thinks about her father as she struggles to find a way to communicate with the black wolf, and she appreciates the fact that her father was able to do so when he was alive, recognizing that trying to imitate his experience is the one thing that can save her. The reader must infer based on this reflection that Miyax appreciates her father's understanding and knowledge of nature.</p> <p>Part A Answer Choice Rationales: Options A and B may seem plausible to students who did not closely read the passage or misinterpreted the text, while Option D is not at all supported by the text. However, only Option C correctly represents her appreciation for her father's skills.</p> |
| <p>Part B Question: Which sentence from the passage best shows Miyax's feelings for her father?</p> <ol style="list-style-type: none"> "She had been lost without food for many sleeps on the North Slope of Alaska." "This could be done she knew, for her father, an Eskimo hunter, had done so."* "Unfortunately, Miyax's father never explained to her how he had told the wolf of his needs." "And not long afterward he paddled his kayak into the Bering Sea to hunt for seal, and he never returned." | <p>Part B Item Advances: Part B of this Evidence-Based Selected-Response question takes the item in a new direction that calls for students to show the evidence they used to help them decide how Miyax feels about her father. Students not only must determine the feelings of the character (Part A) but also must provide the context used to establish the accuracy of their answer. Part B asks students to identify a quotation from the text that supports their answer in Part A, illustrating one of the key shifts in CCSS assessment: use of textual evidence.</p> <p>Part B Answer Choice Rationales: Option A addresses only Miyax's situation, and not her feelings toward her father. Option C could be misinterpreted as anger or resentment on Miyax's part, but it is really just a neutral statement of fact: Miyax's father was never able to impart the knowledge of how to communicate with wolves. Option D could be misinterpreted as a reason for Miyax to blame her father for forcing her to grow up without a father, but it is also a statement of fact: her father disappeared during a hunt.</p> |
| Sample Item 2: Alignment | |
| <p>Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Literature, as the question is based on a literary passage. Additionally, the item is aligned well to the two standards and the evidence statements listed because it asks students to identify how Miyax feels based on her reaction to her father's experiences and knowledge. This reaction helps move the plot forward in that Miyax has established that since her father was able to communicate with the wolf, she may be able to as well. The item then asks students to cite textual evidence to support the inference they have made in Part A.</p> | <p>PARCC Assessment Claim, Standards and Evidence Statements Assessed</p> <p>PARCC Assessment Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.</p> <p><u>Standard RL.6.1:</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Evidence Statement for RL.6.1:</u> <i>The student's response</i></p> <ul style="list-style-type: none"> Provides cited textual evidence to support analysis of inferences drawn from the text. <p><u>Standard RL.6.3:</u> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward resolution.</p> <p><u>Evidence Statements for RL.6.3:</u> <i>The student's response</i></p> <ul style="list-style-type: none"> Provides a description of how the characters respond or change as the plot moves towards a resolution. |
| Sample Item 2: Scoring Points and Rationale | |
| <p>Scoring Rationale: Past tests would have given credit for a right answer regardless of how a student arrived at the answer, but the PARCC assessment reflects the key shift of requiring close reading by offering credit only if both Part A and Part B are correct.</p> | <p>Scoring Points:</p> <ul style="list-style-type: none"> 2 points are earned when the student correctly chooses the answer to Part A (C) and the answer to Part B (B). No partial credit is available for this item. |

Grade 6 TECR from Narrative Writing Task

SAMPLE ITEM

Part A

Choose one word that describes Miyax based on evidence from the text. There is more than one correct choice listed below.

- ☐ reckless
- ☐ lively
- ☐ imaginative
- ☐ observant
- ☐ impatient
- ☐ confident

Part B

Find a sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

Part C

Find another sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

Passage

George, Jean C. *Julie of the Wolves*. New York: Harper and Row, 1972. Print.

Grade 6 Prose Constructed Response from Narrative Writing Task

SAMPLE ITEM

In the passage, the author developed a strong character named Miyax. Think about Miyax and the details the author used to create that character. The passage ends with Miyax waiting for the black wolf to look at her.

Write an original story to continue where the passage ended. In your story, be sure to use what you have learned about the character Miyax as you tell what happens to her next.

Answer:

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Passage

George, Jean C. Julie of the Wolves. New York: Harper and Row, 1972. N. pag. Print.